



Arizona Department of Education  
Tom Horne  
Superintendent of Public Instruction

Special Education  
Director Institute

## Celebrating Successful Special Education

October 18 - 21, 2004

Wigwam Resort  
300 Wigwam Boulevard  
Litchfield Park, AZ 85340

Sponsored by  
Exceptional Student Services and  
Arizona Council for Exceptional Children  
602-542-3183

# 2004 Special Education Director Institute

## Celebrating Successful Special Education

### Program Schedule at a Glance

#### Monday, October 18, 2004 New Director Training

#### Tuesday, October 19, 2004 Law / Youth Empowerment Day

NEW DIRECTOR TRAINING			LAW / Youth Empowerment Day						
	Aztec	Hopi		Aztec	Hopi	Pima	Pueblo	Sahauro	Sachem East
8:00-8:15	Introduction and Welcome		9:00-11:30	Melinda Baird (legal update)					Leading Educators in the 21 <sup>st</sup> Century: Student Success through Empowerment in Special Education!
8:15-9:00	Director's Calendar		11:30-1:00	Lunch					
9:00-9:30	Monitoring Overview		1:00-2:15	HIPAA/FERPA	Section 504-OCR	How to Prepare for a Due Process Hearing	Procedural Safeguards, Notices and Prior Written Notice	NCLB/IDEA Connection	Leading Educators in the 21 <sup>st</sup> Century: Student Success through Empowerment in Special Education! (Continued)
9:30-9:45	Jargon – Developing the Vocabulary You Need		2:30-3:45	HIPAA/FERPA (REPEAT)	Section 504-OCR (REPEAT)	How to Prepare for a Due Process Hearing (REPEAT)	Procedural Safeguards, Notices and Prior Written Notice (REPEAT)	NCLB/IDEA Connection (REPEAT)	
10:00-11:30	Debunking 10 Special Education Urban Legends		4:00-5:00	Discipline to the Power of 10 and Stump the Lawyer					
11:30-12:45	Lunch – With short presentations		5:00-7:00	Reception: Hosted by vendors					
12:45-2:30	Funding Essentials	Special Education Law	Designed with the practitioner in mind, <i>Leading Educators in the 21<sup>st</sup> Century: Student Success through Empowerment in Special Education</i> will provide participants tools and strategies to address learning styles, self-efficacy, self-advocacy and self-determination with their students. Teachers, adult agency service providers including DDD Support Coordinators and VR counselors and family members will benefit from this hands-on workshop dedicated to learning strategies to empower youth. Information can be generalized to assist students in being successful in academics, career development, independent living, and active community involvement. Be ready to walk away knowing how to infuse self-determination activities into your existing curriculum and inspired to celebrate the successes of our Arizona youth!						
2:45-4:30	Funding Essentials (REPEAT)	Special Education Law (REPEAT)							
4:30-5:30	Social Hour								

#### **MELINDA BAIRD** (Presenter of Legal Update)



Melinda Baird is an attorney in private practice in Knoxville, Tennessee. She exclusively represents school systems in special education matters pursuant to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act 1973, and related laws. Ms. Baird formerly served as an attorney in the Office of Special Education Programs for the Tennessee Department of Education and as Associate Publisher for Education and Disability Publications for LRP Publications. In addition to her frequent national, state, and local presentations, Ms. Baird produced a monthly audiotope update, *The Special Educator* for nine years and has written and produced a series of videotapes on the implementation of the laws governing the provision of special education and related services. Ms. Baird is a member of the Special Education School Attorneys Advisory Council, and a contributing author to Special Education Law and Practice, published by LRP Publications.

#### **LESLIE COULL** (Presenter of *Leading Educators in the 21st Century: Student Success through Empowerment in Special Education!*)



Leslie Coull is the Director and founder of ECLG Learning & Publishing Group. She is a special education teacher, educational assessor and Orton-Gillingham tutor. Leslie has taught locally in Vancouver and internationally in Europe, Japan and Australia, both in special education and as an English as a Second Language (ESL) teacher.

Leslie has authored several textbooks for the ESL market, and is co-producer and co-writer of ECLG's award-winning Transitions video curricula series. At ECLG, Leslie continues to assist individuals with learning and attention difficulties to reach their goals, and is a frequent speaker at workshops, seminars, and training sessions across North America on the subject of learning disabilities/differences and the power of self-advocacy training.

In addition to creating new curriculum for students with learning challenges and those at risk, she works closely with district special education departments to implement self-advocacy programs to improve transitions outcomes.

Wednesday, October 20, 2004

General Session Day 1

General Session Day 1								
	Aztec A	Aztec B	Aztec C	Hopi	Pima	Pueblo	Sahuaro	Palo Verde
7:30-8:30	ESS Roundtable for Yavapai and Gila Counties	ESS Roundtable for Yuma, La Paz, and Mohave Counties	ESS Roundtable for Pima and Santa Cruz Counties	ESS Roundtable for Maricopa County East	ESS Roundtable for Maricopa County West	9:00-11:30	ESS Roundtable for Pinal, Graham, Cochise, and Greenlee Counties	ESS Roundtable for Coconino, Navajo, and Apache Counties
						What Every Principal Should Know About Challenging Behavior in Students with IEPs and 504 plans		
9:00-11:00	Keynote by MGM							
11:00-11:30	Awards Presentation							
12:00-1:15	Lunch							
1:30-3:00	Get Your Presentation / Teaching Practices in Tip-Top Shape with Brain-Friendly FUNdamentals	Sustaining Teacher Quality Through Mentoring	Project APS: Transition From High School to Community College	Developing a Comprehensive Induction Program	Multisensory Reading and Spelling for students with dyslexia	School Safety Seminar for Principals and Other Administrators: Legally Sound and Effective Threat Assessment Procedures	Using the Internet to Help Students Access State Standards	AIMSweb, A Modern Assessment and Progress Monitoring System
3:30-5:00		Education From the Inside Out	Natural Motivation: Meeting the Seven Wants and Seven Needs of All Students	PDLA: Teaming that Works	Co-Teaching: Making a Difference Together		Scientifically Based Instructional Research in Special Education	AIMSweb, A Modern Assessment and Progress Monitoring System (REPEAT)
5:00-6:00								AIMSweb 1 on 1 Question and Answer Session

Keynote

**MAUREEN G. MULVANEY** (Keynote Speaker, Better known as MGM)



MGM is a multifaceted professional speaker and author who have spoken from Finland to Malaysia and in every corner of the USA. She has shared the stage with such notables as Dr. Norman Vincent Peale, Dr. Joyce Brothers, Ann Jillian, Lynn Sherr, Mary Higgins Clark and many others. This year alone, MGM has spoken for Arizona, Mississippi, Virginia, California, North Carolina, Maryland, Oregon, and Montana MGMA (Medical Group Management Association state conferences). MGM is the author of *The Stress Strategist*, *Any Kid Can be a Super Star*, *Chicken Soup for the Teachers Soul* and *Stinky David*. MGM earned the highly coveted National Speakers Association CSP-Certified Speaking Professional designation. MGM has also been a private practice therapist, psychology college instructor, public relations executive, and special and elementary educator.

**DIANA BROWNING WRIGHT** (Presenter of Principals Threat Management)



Diana Browning Wright, nationally known trainer and author, returns to Arizona for the second year to direct the Arizona High Achievement for All (AHAA) project. She directs California's Positive Environments, Network of Trainers (PENT) project, and an e-mail linkage of 1,800 educators with a core cadre of 200 throughout California. Diana is on the convention faculty of LRP publications and frequently presents for national and state educational organizations on a wide range of educational topics.

Directors' invite your principals to lunch and to the special session Wednesday with Diana Browning Wright and Melinda Baird as they present Threat Assessment Procedures.

We would also like to honor your principals at the Wednesday luncheon for their support for special education. We will have tables arranged for their recognition.



**Thursday, October 21, 2004**  
**General Session Day 2**

	Aztec A	Aztec B	Aztec C	Hopi	Pima	Pueblo A	Pueblo BC	Sahuaro	Palo Verde
8:00-9:00	Traumatic Brain Injury is NOT a Low Incidence Population: Introduction to TBI	Arizona High Achievement for All (AHAA)	Building Family-School Partnerships: A Curriculum for Educators	STEEP: Screening to Enhance Equitable Placement	Pathways to Success	The Arizona Behavioral Initiative (ABI): Introduction (Session 1)	Essential Leadership Skills	Overview of the Procedures for Submitting Data for Special Education Students to the SAIS Student Detail Database (Secretaries)	The Whole Nine Yards
9:15-10:45	Recruitment Practices	Accountability for Students with Disabilities	SWASED (South West Arizona Special Education Directors) – A Countywide Collaborative Model			The Arizona Behavioral Initiative (ABI): Elementary School (Session 2)	Leadership Practice in the District Office		
11:00-12:00	Assistive Technology: Accessibility for All							Lighten Up With Laughter (Secretaries)	
12:00-1:15	Lunch								
1:30-3:00	RIME Online: Early Literacy Interventions	Early Childhood Transition: Creating a Seamless Process	Jaimie Jots Her Objectives	Parents and Teachers as Allies Part I	Helping the Special Needs Brain Learn – For Kids Who Hate to Write to Kids Who Forget and More!!	The Arizona Behavioral Initiative (ABI): Middle School (Session 3)	Creating Professional Learning Communities (PLC): Strategies for Leading and Sustaining Meaningful Change	The Past, Present and Future of Annual Special Education Data Collection (Secretaries)	The Whole Nine Yards (REPEAT)
3:30-5:00	Using STEEP to Address Disproportionality	New Alternate Assessment Options	Successful Community Collaboration for Transition	Parents and Teachers as Allies Revisited		The Arizona Behavioral Initiative (ABI): High School (Session 4)			

**CLARE B. JONES, PH.D.** (Presenter of Helping the Special Needs Brain Learn – For Kids Who Hate to Write to Kids Who Forget and More!!)



Dr. Jones is an internationally known presenter, educator and author. She received her PhD from the University of Akron in Ohio, her Masters in Education from Cleveland State University and her Bachelor of Science in Education from Drake University in Des Moines, Iowa. She was a classroom teacher for over twenty years and a director of special education in an inner city school district.

Dr. Jones is a past recipient of the CHADD Hall of Fame Award and has served CHADD on both the Editorial Board and the Professional Advisory Board. She is the author of seven books and was the former Director of Education for Phoenix Children's Hospital. Dr. Jones was named Master Teacher of the Year in Ohio, Visiting College Instructor of the Year at Cleveland State University, Community Educator of the Year in California and received the Gratitude award from the nationally known foster care program, the Casey Family Foundation. She writes a monthly Internet column for *ADDitude magazine* and has written numerous articles for national magazines. Dr. Jones is an educational diagnostic specialist and educational consultant. She owns a private practice, Developmental Learning Associates, in Scottsdale, Arizona.

## Program Schedule Detail

**Monday, October 18, 2004**

### **New Director's Training**

**8:00-8:15**

**Introduction and Welcome** – *Joanne Phillips*

**8:15-9:00**

**Director's Calendar** – *Kim Peaslee and ADE Contact*

Participant Outcomes:

- Know and have pertinent timelines for requirements for special education
- Understanding the many aspects of the special education director's position

**9:00-9:30**

**Monitoring Overview** – *Diane Wray and ADE Contact*

Participant Outcomes:

- Know the Department of Education monitoring timelines and procedures
- Know the ramifications of monitoring
- Gain familiarity of the monitoring instruments

**9:30-9:45**

**Jargon– Developing the Vocabulary You Need** – *Samie McFadden*

Participant Outcomes:

- Know and understand some key terms
- Learn communication strategies for working with parents and community members

**10:00-11:30**

**Debunking 10 Special Education Urban Legends** - *Jay Twitchell and John Bauer*

Participant Outcomes:

- Uncover 10 of the most common myths about special education
- Know how these myths developed, and what to tell your staff about them
- Save money, time and goodwill

**11:30-12:45**

**Lunch - Short presentations** – *CASE, CEC, SEAA, local director's groups*

Participant Outcomes:

- Hear about organizations that can provide support to you and your staff
- Network with other new directors

**12:45-2:30 and 2:45-4:30**

**Funding Essentials** - *ADE Grants Management and Data Collection Personnel*

Participant Outcomes:

- Understanding grants
- Maneuvering the grants management Web site
- Use of Maximus (Medicaid reimbursement)
- Learn about special education funds in M and O budgets
- Understand the special education census
- Collect annual data

**Special Education Law** - *Kacey Gregson, Joan Kern, Samie McFadden, and Aanya Rispoli*

Participant Outcomes:

- Review laws that govern special education
- Highlight cases that are pertinent to special education
- Find the citations needed in the law
- Create copies of marked resources for easy access

**4:30-5:30**

**Social hour**

**Law / Youth Empowerment Day**

**9:00-11:30**

**Melinda Baird (legal update)**

Participant Outcomes

- Know the up-to-the minute status on the Reauthorization of IDEA
- Review case law around the nation
- Understand case law in the 9<sup>th</sup> circuit

**11:30-1:00**

**LUNCH**

**1:00-2:15 and 2:30-3:45**

**HIPAA / Family Education of Rights and Privacy Act (FERPA) – Sandy Dunbar**

Participant Outcomes

- Know how new HIPPA regulations impact transmission and use of medical records
- Understand parental decisions not to disclose medical records
- Determine how lack of medical records impacts decisions of eligibility and of service
- Know when a medical record becomes an educational record
- Understand how educational records can be transferred to another PEA without signed written consent
- Know when special education records must be forwarded regardless of policy

**Section 504 / Office of Civil Rights (OCR) complaints – Val Gonzalez**

Participant Outcomes

- Understand the eligibility requirements for a 504 plan
- Review appropriate formats and timelines to avoid OCR violations
- Know the extent of 504 service requirements
- Understand the ramifications of failure to provide 504 services to students, parents and staff

**How to Prepare for a Due Process Hearing - Denise Lowell-Britt**

Participant Outcomes

- Review the procedure of due process hearing
- Develop checklist of pertinent data for hearings
- Create strategies for saving time and money in these cases
- Review impact of due process decisions across the state and the nation

**Procedural Safeguards Notices and Prior Written Notice - Jerri Katzerman**

Participant Outcomes

- Understand the purpose and content of PSN and PWN
- Review the required times that each must be given
- Value the legal consequences of correct procedures
- Review the impact of PWN in case decisions across the state and the nation

**NCLB/IDEA Connection – Lynn Busenbark and Nancy Konitzer**

Participant Outcomes

- Understand how NCLB impacts significant practices in special education including LRE, ESY, academic programming, personnel, and the potential legal ramifications
- Explore some of the issues regarding graduation for students with disabilities and the potential legal ramifications
- Discuss administrative best practice that fulfills the intent of both laws

**4:00-4:30**

**Discipline to the Power of 10 - Melinda Baird**

Participant Outcomes

- Know the 10 common mistakes in discipline of students with disabilities
- Know the 10 day rule
- Know 10 pertinent cases that affect discipline procedures

**4:30-5:00**

**Stump the Lawyer – Tell the Truth about Discipline Procedures** – *Panel: Kacey Gregson - Dispute Resolution Manager, Rob Haws - School Attorney, Elizabeth Harmon - Due Process Hearing Officer, and Eric Bryant - Administrative Law Judge*

Participant Outcomes

- Increase knowledge about discipline procedures with the experts
- Learn about case histories and real life puzzles

**9:00-5:00**

**Leading Educators in the 21<sup>st</sup> Century: Student Success through Empowerment in Special Education!** – *Leslie Coull*

Participant Outcomes:

- Explore leading research-based strategies for student success in the classroom
- Examine methods for motivating hope and inspiration amongst students with learning challenges
- Review collaborative techniques for building capacity for support within the school community

**5:00-7:00**

**Reception: Hosted by vendors**

**General Sessions Day 1**

**7:00 – 8:30**

**Registration**

**7:30 – 8:30**

**School and ESS Roundtables**

**8:45 –9:00**

**Welcome – *Joanne C. Phillips***

**9:00 – 11:00**

**Keynote presentation by MGM**

**9:00 – 11:30**

**What Every Principal Should Know About Challenging Behavior in Students with IEPs and 504 plans – *Diana Browning Wright***

Participant Outcomes

- Understand federal law related to behavior and discipline and be more able to fully participate in special education proceedings, arguing a legally-sound reason for your disciplinary practices.
- Learn how to develop school-based procedures in alignment with legal safeguards for students with disabilities.
- Practice disciplinary decisions and defending your positions with colleagues

**11:00 – 11:30**

**Awards presentations**

**12:00 – 1:15**

**LUNCH**

**1:30 – 3:00**

**Get Your Presentation / Teaching Practices in Tip-Top Shape with Brain-Friendly FUNDamentals! - *Sue Robinson and Debbie Voll***

Participant Outcomes:

- Identify and apply brain-based energizers to capture or refocus audience attention
- Utilize dynamic memory enhancers like music, movement, emotions, humor, and novelty
- Adapt powerful presentation strategies unique to professional settings

**Sustaining Teacher Quality through Mentoring - *Mary Urich***

Participant Outcomes:

- Identify effective mentoring program components
- Identify professional development standards relating to retention of highly qualified teachers

**Project APS: Transition From High School to Community College - *Dan Perino, Merry Ireland, Ellen Witter-Tilton, Eric Morrison, and Nancee Sorenson***

Participant Outcomes:

- Learn how to implement a timely, seamless high school transition model
- Understand how to work with community college personnel
- Receive written and electronic transition materials

**Developing a Comprehensive Induction Program for Special Education Teachers - *Patty J. Horn and Emily Harris***

Participant Outcomes:

- Identify nine common elements of comprehensive induction programs
- Identify the elements currently in place
- Identify the gaps between what is currently in place and the nine desired elements
- Create a skeletal plan for developing an induction program



### **Multisensory Reading and Spelling for Students with Dyslexia- Kay Byrd**

#### **Participant Outcomes:**

- Identify the difference between dyslexia and other learning and language disabilities
- Recognize how dyslexia is assessed in comparison to other disabilities
- Recognize the strengths and weaknesses of students with dyslexia
- Recognize multisensory teaching strategies
- Obtain examples of what works in the classroom for students with dyslexia

### **Using the Internet to Help Special Education Students Access State Standards in the Classroom - Dolores Ratcliff**

#### **Participant Outcomes:**

- Receive practical and free information to assist teachers in differentiating instruction
- Acquire tools to assist diverse learners in accessing the standards

### **School Safety Seminar for Principals and Other Administrators: Legally Sound and Effective Threat Assessment Procedures – Melinda Baird and Diana Browning Wright**

#### **Participant Outcomes**

- Learn time-efficient and effective processes to 1. Assess 2. Refer, 3. Monitor 4. Support (ARMS) students who have made a threat to others or themselves
- Learn the difference between Risk Assessment and Threat Assessment and how to determine if the student “poses a threat” to your school
- Learn how to streamline Threat Inquires with a variety of staff responsibilities on your team
- Learn solutions that reduce the likelihood of violence on your campus

### **AIMSweb, a Modern Assessment and Progress Monitoring System: Using 3 Tiered Progress Monitoring and Curriculum-Based Measurement (CBM) to Implement a Data Based Response to Intervention Model - Gary Germann**

#### **Participant Outcomes:**

- Understand this 3-tiered assessment and progress monitoring system using general outcome measurement (GOM) / curriculum based measurement (CBM)
- Learn how this 3-tiered monitoring system can be used for early intervention, prevention and data-based decision-making in general education, Title I, and special education
- Learn how the AIMSweb Assessment and Progress Monitoring System can be used to manage and report GOM/CBM

**3:30 – 5:00**

### **Get Your Presentation / Teaching Practices in Tip-Top Shape with Brain-Friendly FUNDamentals! - Sue Robinson and Debbie Voll**

#### **(Continuation)**

#### **Participant Outcomes:**

- Identify and apply brain-based energizers to capture or refocus audience attention
- Utilize dynamic memory enhancers like music, movement, emotions, humor, and novelty
- Adapt powerful presentation strategies unique to professional setting

### **Education from the Inside out - Gail Jacobs, Kristin Lambson, Lisa Meneses, and Debra Miller**

#### **Participant Outcomes:**

- Develop an understanding of secure care education (jails)
- Learn how transition skills are fostered for special education students
- Gain ideas about how schools, communities and secure care facilities can collaborate to assist student reintegration

### **Natural Motivation: Meeting the Seven Wants and Seven Needs of All Students - Gary E. Martin and Michael Hensley**

#### **Participant Outcomes:**

- Explore practical applications to enhance motivation in classroom learning and to develop positive relationships with students
- Discover methods of creating a culture for learning, safety, and positive self-esteem
- Learn methods of assessing and developing teaching strategies according to student needs

### **Professional Development Leadership Academy (PDLA): Teaming that Works - Julie Gasaway**

#### **Participant Outcomes:**

- Gain ideas for providing quality professional development
- Learn about the activities of state-wide teams
- Increase understanding of the standards and models of professional development

### **Co-Teaching: Making a Difference Together - Ricki Light**

#### **Participant Outcomes:**

- Review and understand the different Co-Teaching models
- Know the guidelines for implementing a Co-Teaching program
- Learn practical strategies to modify materials used in the classroom
- Learn strategies for sharing classroom responsibilities with another teacher

### **School Safety Seminar for Principals and Other Administrators: Legally Sound and Effective Threat Assessment Procedures – Melinda Baird and Diana Browning Wright**

#### **(Continuation)**

#### **Participant Outcomes**

- Learn time-efficient and effective processes to 1. Assess 2. Refer, 3. Monitor 4. Support (ARMS) students who have made a threat to others or themselves
- Learn the difference between Risk Assessment and Threat Assessment and how to determine if the student “poses a threat” to your school
- Learn how to streamline Threat Inquires with a variety of staff responsibilities on your team
- Learn solutions that reduce the likelihood of violence on your campus

### **Scientifically Based Instructional Research in Special Education: How to Define It, How to Find It, How to Interpret It and How to Use the Data in Schools - Pat Robinson and Dolores Ratcliff**

#### **Participant Outcomes:**

- Know the criteria for good research design
- Obtain several sources for finding research based practices
- Receive tools to collect and analyze data regarding the success of chosen practices

### **AIMSweb, a Modern Assessment and Progress Monitoring System: Using 3 Tiered Progress Monitoring and Curriculum-Based Measurement (CBM) to Implement a Data Based Response to Intervention Model - Gary Germann (Repeat)**

#### **Participant Outcomes:**

- Understand this 3-tiered assessment and progress monitoring system using general outcome measurement (GOM) / curriculum based measurement (CBM)
- Learn how this 3-tiered monitoring system can be used for early intervention, prevention and data-based decision-making in general education, Title I, and special education
- Learn how the AIMSweb Assessment and Progress Monitoring System can be used to manage and report GOM/CBM

**5:00 – 6:00**

### **AIMSweb 1 on 1 Question and Answer Session - Gary Germann**

General Sessions Day 2

8:00 – 9:00

**Traumatic Brain Injury is NOT a Low Incidence Population: Introduction to TBI** - *Valerie Luks and Susan M. Wolf*

Participant Outcomes:

- Define traumatic brain injury (TBI)
- Identify prevalence and leading causes of TBI
- Identify signs of brain injury
- Identify strategies to promote student success

**Arizona High Achievement for All (AHAA)** - *Diane Mignella along with several AHAA teams: Tucson Unified School District, Canon Elementary District, Desert Marigold School, and Southgate Academy*

Participant Outcomes

- Learn about the Arizona High Academic Achievement for All (AHAA) project
- Understand why and how schools decided to implement AHAA in their schools
- Discover how learner needs can be met in the regular education classroom

**Building Family-School Partnerships: A Curriculum for Educators** - *Robert Snyder*

Participant Outcomes:

- Review the main concepts, attitudes and skills required to undertake effective and meaningful partnerships with families
- Understand family-school partnerships at the building, classroom, and child level
- Develop family-school partnership action plans that will guide efforts at the local school

**STEEP: Screening to Enhance Equitable Placement** - *John Carruth and Amanda M. VanDerHeyden*

Participant Outcomes:

- Gain an understanding of how the STEEP process utilizes universal screening for all students, and provides meaningful intervention and progress monitoring while reducing referrals to special education

**Pathways to Success: Researched Based Curriculum from Kansas University** - *Jim Knight*

Participant Outcomes:

- Summarize the scientifically proven instructional practices employed within Pathways to Success
- Understand the scientifically proven professional development practices used by Pathways to Success
- Learn the results that have been achieved by Pathways to Success

**The Arizona Behavioral Initiative (ABI): Arizona's Program to Develop School-Wide Positive Behavioral Systems (SWPBS)** - *John Umbreit*

Participant Outcomes:

- Understand ABI's purpose, procedures, and schools' success
- Understand data showing substantial reductions in discipline referrals, suspensions, expulsions, and drop-out rate, along with improvements in school climate

**Essential Leadership Skills** – *Barbara Austin*

Participant Outcomes:

- Identify needed leadership skills
- Ascertain whether or not you possess them
- Discover how to acquire them

**The Whole Nine Yards: Multisensory Strategies for Reading** - *Suzanne Carreker and Mary Lou Slania*

Participant Outcomes:

- Understand and use the alphabetic principle
- Understand and promote fluency
- Promote oral language and vocabulary acquisition
- How to develop metacognition

9:15 – 10:45

**Recruitment Practices** - *Mary Urich, Sandy Cooper, Jim Poquette, Jennifer Johnson, Larry Bauer, and Janet Seegren*

Participant Outcomes:

- Gain new strategies for recruitment activities
- Obtain ideas for hiring procedure revisions
- Glean new ideas for hiring incentives

**Accountability for Students with Disabilities** – *Maja Aleksic*

Participant Outcomes:

- Understand both federal and state accountability systems
- Learn how special education students fit into the accountability models
- Learn what the accountability determinations really mean
- Learn how to gain knowledge from the accountability models and improve instruction at the school level

**SWASED (South West Arizona Special Education Directors) – A Countywide Collaborative Model** - *Kitsi Tams, Ann Garvin, Jody Attaway, Salvador Rodriguez, and Jose Ureña*

Participant Outcomes:

- Identify ways that rural southwest Arizona schools combine resources to provide increased services for students with disabilities
- Explain how to form partnerships to better serve students

**STEEP: Screening to Enhance Equitable Placement** - *John Carruth and Amanda M. VanDerHeyden*  
(Continuation)

Participant Outcomes:

- Gain an understanding of how the STEEP process utilizes universal screening for all students, and provides meaningful intervention and progress monitoring while reducing referrals to special education

**Pathways to Success: Researched Based Curriculum from Kansas University** - *Jim Knight*  
(Continuation)

Participant Outcomes:

- Summarize the scientifically proven instructional practices employed within Pathways to Success
- Understand the scientifically proven professional development practices used by Pathways to Success
- Learn the results that have been achieved by Pathways to Success

**The Arizona Behavioral Initiative: Arizona's Program to Develop School-Wide Positive Behavioral Systems (SWPBS)**  
**Session 2: School-Wide Discipline at the Elementary School Level** – *John Umbreit and Elementary School Personnel*

Participant Outcomes

- Understand how each elementary school applied the SWPBS model to meet their needs
- Know the results of each school's efforts with regard to discipline referrals, suspensions, expulsions, drop-out rate, and school climate

**Leadership Practice in the District Office** – *Six member panel consisting of Susan Benjamin, Laura Bistrow, Lorane McPherson, Joan McDonald, Lois Healey, and Pat Gillespie*

Participant Outcomes

- Understand the importance of school office politics
- Embracing leadership focus change in the school office
- Working with principals, advocates and lawyers

**The Whole Nine Yards: Multisensory Strategies for Reading** - *Suzanne Carreker and Mary Lou Slania*  
(Continuation)

Participant Outcomes:

- Understand the alphabetic principle
- Understand and promote fluency
- Promote oral language and vocabulary acquisition
- How to develop metacognition

**11:00 – 12:00**

**Assistive Technology: Accessibility for All** - Cheryl Belitsky, Janis Nichol, Jill Sherman, Mary Uhler, Renee Newman, Dolores Ratcliff, and Joanne Phillips

Participant Outcomes:

- Understand what AT is and how it can help raise student achievement
- Become familiar with accessible mainstream technology
- Learn how to maximize curriculum learning opportunities using AT/AMT

**12:00 – 1:15**

**LUNCH**

**1:30 – 3:00**

**RIME Online: An Interactive Online Course for Arizona Teachers Providing Early Literacy Interventions** - Nancy Mather, Janice Sammons, and Anne M. Dudley

Participant Outcomes:

- Learn how this online course can be used to increase teacher knowledge in research-based early reading interventions
- Learn about a professional development opportunity which shares the same goals as Arizona's Reading First Initiative
- Learn how the university is making an effort to collaborate with local school districts in preparing K-3 teachers to use research-based strategies in early reading and spelling

**Early Childhood Transition: Creating a Seamless Process** - Cheryl Blackwell and Molly Dries

Participant Outcomes:

- Understand extended school year (ESY) services and responsibilities
- Identify transition timelines
- Identify responsibilities of AzEIP service coordinators and providers
- Identify responsibilities of the public education agency (PEA) personnel

**Jaimie Jots Her Objectives** - J'Anne Ellsworth Affeld

Participant Outcomes:

- Receive samples of materials used by students to write objectives
- Practice using objectives, following modeled instructions
- Share experiences about individualizing instruction and learn pros and cons of different models
- Learn the different discipline techniques necessary to implement and maintain individualized instruction, including reward systems, management tips and best practices that support grading, assessment and self evaluation
- Receive a literature review of these teaching options

**Parents and Teachers as Allies Part I** - Cynthia Gattorna

Participant outcomes:

- Understand mental illness in the classroom and at home
- Learn to work as a team with caregivers for the best educational experience for children with serious emotional disturbances
- Discover a new tool for teachers and parents

**Helping the Special Needs Brain Learn--- For Kids Who Hate to Write to Kids Who Forget and More!!** - Clare B. Jones

Participant Outcomes:

- Describe current written language assessment measures
- Identify specific written language deficits
- Learn a variety of interventions and strategies to implement when working with a child with written language challenges
- Identify four major writing deficiencies

**The Arizona Behavioral Initiative: Arizona's Program to Develop School-Wide Positive Behavioral Systems (SWPBS) Session 3: School-Wide Discipline at the Middle School Level** – John Umbreit and Middle School Personnel

Participant Outcomes

- Understand how each middle school applied the SWPBS model to meet their needs
- Knowledge of the results of each school's efforts with regard to discipline referrals, suspensions, expulsions, and drop-out rate, as well as school climate



**Creating Professional Learning Communities (PLC): Strategies for Leading and Sustaining Meaningful Change - Kathy Tucker**

Participant Outcomes:

- Increase familiarity with the underlying principles of PLC's
- Be acquainted with steps for starting a PLC and predictable challenges
- Discuss a range of strategies for supporting PLC's, including the use of protocols for looking at student work and teacher work
- Obtain tools to assess progress towards the PLC ideal and other PLC resources

**The Whole Nine Yards: Multisensory Strategies for Reading - Suzanne Carreker and Mary Lou Slania (Repeat)**

Participant Outcomes:

- Understand the alphabetic principle
- Understand and promote fluency
- Promote oral language and vocabulary acquisition
- How to develop metacognition

**3:30 – 5:00**

**Using STEEP to Address Disproportionality - Amanda VanDerHeyden**

- Use universal screenings and targeted interventions to identify children potentially in need of special education services
- Understand data from controlled experimental studies demonstrating more equitable and accurate identification of children using universal screening and problem-solving
- Review data from a district in Arizona who is using the model
- Obtain resources to assist them in getting started using universal screening and intervention in their schools

**New Alternate Assessment Options - Cathy Taylor, Darleen Sithole, Cyndi Bolewski and Judy Croswell**

Participant Outcomes:

- Gain knowledge of alternate assessment options that will facilitate increased participation of students with significant cognitive disabilities at the appropriate alternate assessment level
- Gain knowledge of new reporting requirements for alternate assessments

**Successful Community Collaboration for Transition – Sylvia Ramos-McLaughlin**

Participant Outcomes:

- Learn about a successful transition collaboration in a rural school district
- Explore possibilities for successful collaboration with community partners
- Identify community partners for successful transition planning

**Parents and Teachers as Allies Revisited - Cynthia Gattorna**

Participant outcomes:

- Understand mental illness in the classroom and at home
- Learn to work as a team with caregivers for the best educational experience for children with serious emotional disturbances
- Learn to help parents demystify and translate legal and sometimes misleading terms (i.e., restrictive environment, etc)

**Helping the Special Needs Brain Learn--- For Kids Who Hate to Write to Kids Who Forget and More!! - Clare B. Jones**

**(Continuation)**

Participant Outcomes:

- Describe current written language assessment measures
- Identify specific written language deficits
- Learn a variety of interventions and strategies to implement when working with a child with written language challenges
- Identify four major writing deficiencies

**The Arizona Behavioral Initiative: Arizona's Program to Develop School-Wide Positive Behavioral Systems (SWPBS)**  
**Session 4: School-Wide Discipline at the High School Level – John Umbreit and High School Personnel**

Participant Outcomes

- Understand how each high school applied the SWPBS model to meet their needs
- Know the results of each school's efforts with regard to discipline referrals, suspensions, expulsions, and drop-out rate, as well as school climate

**Creating Professional Learning Communities (PLC): Strategies for Leading and Sustaining Meaningful Change - Kathy Tucker**

**(Continuation)**

Participant Outcomes:

- Increase familiarity with the underlying principles of PLC's
- Be acquainted with steps for starting a PLC and predictable challenges
- Discuss a range of strategies for supporting PLC's, including the use of protocols for looking at student work and teacher work
- Obtain tools to assess progress towards the PLC ideal and other PLC resources

**The Whole Nine Yards: Multisensory Strategies for Reading - Suzanne Carreker and Mary Lou Slania**  
**(Continuation)**

Participant Outcomes:

- Understand the alphabetic principle
- Understand and promote fluency
- Promote oral language and vocabulary acquisition
- How to develop metacognition

**Thursday October 21, 2004**

## **Secretary Sessions**

**8:00 – 10:45**

### **Overview of the Procedures for Submitting Data for Special Education Students to the SAIS Student Detail Database**

– *Robert Dohm*

Participant Outcomes:

- Obtain specific information regarding the SAIS transactions for special education programs
- Obtain specific information regarding how to access and interpret reports that are generated by ADE
- Review the business rules enforced in SAIS
- Ask questions regarding the technical procedures related to the submission and processing of data required by SAIS

**11:00 – 12:00**

**Lighten Up With Laughter** – *Steve Saffron*

**12:00-1:15**

**Lunch**

**1:30-5:00**

### **The Past, Present and Future of Annual Special Education Data Collection** - *Peggy Staples and Maja Aleksic*

Participant Outcomes:

- Understand aggregated state data for FY 2004
- Understand current data elements required for annual SPED data collection submissions
- Understand potential changes to data elements for annual SPED data collection submissions
- Gather ideas on improving data collection strategies

#### ***STEVE SAFFRON (Inspirational Speaker)***



Steve Saffron has been a professional speaker for over ten years and speaks nationally to thousands of people from corporations, associations, and educational groups. As a professor, Steve has created and taught the first class on Laughter, Humor, and Play and earned the title of the "Humor Expert in Residence" from the ten Maricopa Community Colleges - a first for colleges across the United States! In his highly enlightening and interactive programs, Steve shares his philosophy that laughter and a positive attitude will enhance both personal and professional growth. He is a firm believer that when we have fun together, we boost morale, increase self-esteem, reduce stress, encourage teamwork, and ultimately boost an organization's bottom line. Steve's unique style will help you lighten up, relax, and celebrate life!

## Hotel Information

**The Wigwam Resort and Golf Club**  
**300 Wigwam Boulevard**  
**Litchfield Park, Arizona 85340**  
**1-800-327-0396 or 623-935-3811**

A limited number of sleeping rooms have been reserved at The Wigwam Resort and Golf Club for conference attendees. The rooms are based on first-come first-serve. To make reservations, call the hotel and refer to the Director Institute Conference to receive the conference rate of \$90 per night.

### Directions to Event Location

#### From central Phoenix:

I-10 west approximately 15 miles to Dysart Road, exit 129. Turn right and follow for 2 ½ miles to Indian School Road. Left for ¼ mile to Wigwam Boulevard, then right for ½ mile to The Wigwam Resort & Golf Club.

#### From East Valley:

Travel west on I-60 or 202 to I-10 west. Continue on I-10 west approximately 15 miles to Dysart Road, exit 129. Turn right and follow for 2 ½ miles to Indian School Road. Left for ¼ mile to Wigwam Boulevard, then right for ½ mile to The Wigwam Resort & Golf Club.

#### From West Valley:

Travel east on I-10 to Litchfield Road, exit 128. Turn left and follow Litchfield Road approximately 2 ½ miles to Wigwam Boulevard. Turn right and follow approximately ½ miles. Resort will be on the left.

#### From Northern AZ:

Travel South on I-17 to Loop 101 West. Travel on 101 West to I-10 West, continuing on I-10 west approximately 15 miles to Dysart Road, exit 129. Turn right and follow for 2 ½ miles to Indian School Road, turn left then follow for ¼ mile to Wigwam Boulevard, then right for ½ mile to The Wigwam Resort & Golf Club.







**2004 "Celebrating Special Education Success" Director Institute Awards**  
*Recognizing Excellence in Special Education*

**Call for Award Nominations**

*DUE: September 17, 2004*

Do you know a teacher, administrator, student, parent, related service provider that ALWAYS goes the extra mile in the interest of teaching and learning? How about a school that does an outstanding job meeting the needs of all learners? We would like to recognize the best of the best this fall at the 2004 Director Institute by presenting the Second Annual Director Institute Awards. Nominate a teacher, parent, related service provider, administrator, or school for the following categories: (reproduce this page as often as needed):

**1. Impact in Classrooms and Learning**

This award will celebrate individuals or schools who have improved student achievement and skill acquisition.

**2. Leadership**

This award will celebrate individuals or schools who have improved curriculum, professional development, program design or other areas of leadership that needs to be recognized.

**3. Community**

This award will celebrate individuals or schools who have furthered the field of special education in the area of research, publishing, higher education, instruction, vocational, program design, etc.

Category: \_\_\_\_\_

Your name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Email address: \_\_\_\_\_

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*About the person you are nominating:*

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Email address: \_\_\_\_\_ Position/Job title: \_\_\_\_\_

School: \_\_\_\_\_

School Address: \_\_\_\_\_  
(Street/Mailing address) (City) (Zip)

In no more than 3 paragraphs (250 words maximum), please describe how this individual or school qualifies as an outstanding contributor in the education of students with disabilities. Attach to this form and fax to Billy Miller, (602) 364-1115 or email (include all the above required fields from this form and your brief recommendation) to [bmiller2@ade.az.gov](mailto:bmiller2@ade.az.gov). Nominations are due no later than 5:00 pm on September 17<sup>th</sup>. Awardees will be selected and notified by October 1st, 2004. Awards will be presented at the Director Institute on October 20<sup>th</sup>, 2004

The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. The following person has been designated to handle inquiries regarding the non-discrimination policies: Debra K. Jackson, Deputy Associate Superintendent Administrative Services, 1535 W. Jefferson, Phoenix, AZ 85007, (602) 542-3186

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